



BENTLEY HIGH SCHOOL
1150 North Belsay Road
Burton, MI 48509

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January 3, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-2022 educational progress for BOLD. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal Justin Dickerson for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/Hps1Um> , or you may review a copy in the main office at your child's school.

For the 2021-2022 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school HAS NOT BEEN GIVEN ONE OF THESE LABELS.

Bentley BOLD Academy: Attendance in virtual learning and the transient community that is prone to enroll in these programs is not cohesive with student success in many ways. In order to reduce the gap in standardized test scores and improve attendance, the teachers at the BOLD program would have weekly conferences with the students to monitor the progress of the online learning classes and hold each student accountable for attending and moving forward in their education process. Typically, the first BOLD school day and the first day of the second semester the teachers at BOLD required all BOLD students to report in person to receive their new schedules and to activate their current classes. Due to the hesitation of large groups following the Covid19 pandemic, this is all done virtually. Students received their online classes and reported to a Google Meet for further instruction. Students also received a copy of their schedule through email and/or in person for those that chose to visit Bentley. This is done to encourage the majority of students to attend the Google Meet for safety and health purposes. Bold staff teleconference to review transcript progress and ask the student to re-commit themselves to the program and the goal of achieving their diploma. To further encourage online attendance from the students, every time a student enters the Google Classroom they are asked to sign in and identify which class and lesson they would be working on as an essential question built into the Google Classroom. As a student completed classes, they were pulled into a meeting and their transcripts audited. This was another strategy to increase class completion and improve students morale.

POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

	Number of Students Dual Enrolled
2018-2019	NA
2019-2020	NA
2020-2021	NA

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

	AP Courses Offered
2018-2019	NA
2019-2020	NA
2020-2021	NA

STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

	AP Enrollments
2018-2019	NA
2019-2020	NA
2020-2021	NA

2021-2022	NA
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STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

	Students Receiving College Credit
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2018-2019	NA
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2019-2020	NA
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2020-2021	NA
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2021-2022	NA
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Due to the staff at Bentley BOLD Academy and the increased student attendance, through the efforts described above, we are continuing to increase in the number of classes completed by our students. We are seeing continued growth, improved attendance, accountability, and class completion from our BOLD students and hope to continue this for years to come.

During the 2021-2022 school year the Bentley Bold Academy graduated three students who had previously dropped out of school and re-entered the BOLD program to complete their education. All students in need were provided Chromebooks and staff was readily available after school hours and via zoom, or google meets.

The BOLD program has continued to give students an alternative approach to complete their K-12 education in a format that better fits the students unique individual needs.

Sincerely,

April Mannor
 Director of BOLD
 Justin Dickerson
 High School Principal